Lesson 1.6	SAT Reading & Writing Strategy: Cross-Text Connections
Learning Goal	I will be able to identify the points of view of two topically related texts, in order to answer questions based on their relationship to each other.
Materials Needed	- Answer Key for this lesson (for teacher(s)) - Student Handout for this lesson (copies for each student and teacher) - Vocabulary Challenge: - Vocabulary Challenges 3, 4, and 5 (2 copies of each) - Vocabulary Challenge 6 (for each student and teacher) - Vocabulary Throwdown 5 (for teacher(s)) - Class Roster Sorted by Teams (2 copies) - Student Notebooks - 1 per student
Key Takeaways	- Summarizing a passage and identifying its purpose will help you to determine its point of view. - Recognizing "why/how" verbs will help you answer cross-text-connection questions.
Additional Resources for Students	[Khan Academy Digital SAT Reading and Writing: Cross-Text Connections](#)
Do Now & Review (4 min)	**Do Now (3 min):** - Give students 3 minutes to complete the Do Now. - Monitor for mastery and identify key questions that need review in Do Now Review. **Do Now #1 Review (1 min):** - Review only #1 at the moment. Tell students that you will review #2 a bit later in the lesson. - The answer and explanation are below. **Answer**: D. **Explanation**:

	A. There is no mention of whether or not the bet is "useful." B. At no point are any negative feelings, including regret, discussed. C. Koch and Chalmers made the bet in 1998, but this is not to say that they began considering and/or conducting experiments on the question of consciousness that year. D. Correct. "Koch had to concede that the quest is ongoing."
Tell the Story (1 min)	● *Welcome to Lesson 1.6 of SAT Reading & Writing Prep!* ● *We'll begin with Vocab Throwdown 5.* ● *Then I'll give you your last Vocabulary Challenge of Quarter 1.* ● *Finally, I'll teach you how to approach the last question type of the quarter. The new questions are tough, but you're ready!*

Vocabulary (12 min)	**Vocabulary Throwdown 5 (9 min):**
	● Do Vocab Throwdown 5 with students. Directions are in the Quarter 1 Vocabulary Throwdowns document.
	
	Introduction of Vocabulary Challenge 6 (3 min):
	● *Please take out Vocabulary Challenge 6, which will be used for next class's Vocab Throwdown.*
	● Ask a student to read the introductory material aloud ("This list contains…"
	● *Take the next two minutes to review this Vocabulary Challenge.*
	● *Circle the words and phrases you don't yet know so that you can look them up on your own.*
	● If you have time, ask students follow-up questions after they have had time to review the words and phrases:
	    ○ *What's your favorite new word or phrase from this list?*
	    ○ *Did anything on this list surprise you?*

Introduction to Lesson (1 min)	● *Today's learning goal is:* **I will be able to identify the points of view of two topically related texts, in order to answer questions based on their relationship.** ● *You'll probably see only one cross-text-connections question on the SAT—but every point counts.* ● *Thinking like a writer and asking yourself guiding questions will help you to decode intention and meaning.*

Notes; Remainder of Do Now Review; and Examples (18 min)	Here is a road map for this section of the lesson plan:
	● The goal of this section of the lesson plan is to practice identifying authors' points of view in order to be able to answer questions that ask students to compare two texts.
	● You will start by **discussing what point of view means**, and then seeing an example in **Do Now #2**.
	● You will then progress to **Do Now #3**, which shows how summarizing a text and determining its main purpose helps to **determine point of view.**
	● Finally, you will give students explicit guidance on **how to answer Cross-Text Connections questions** (i.e. questions that compare two texts) and have them practice with the **Examples**.
	
	As you go, direct students to take notes in their SAT notebooks. Use your own notebook or the attached page of ruled paper to model note-taking, particularly when indicated below by "Take a Note."
	
	What We Mean by "Point of View":
	● *Your work on finding an author's main purpose has prepared you to detect a passage's point of view.*
	● *What does "point of view" mean to you?* [Possible answers: an individual perspective or opinion; where you're coming from.]
	● *Your experience, opinions, and beliefs combine to create your point of view, the lens through which you see the world. Authors' points of view come across in their writing.*
	● *Let's review **Do Now #2** as a way to discuss what "point of view" means.*
	  ○ As you review Do Now #2, you can ask students the following questions. Potential answers are in brackets.
	    ■ *How does a hunter see animals?* [As prey. As food.]
	    ■ *What did your hunter's instructions say?* [Shoot him. Trap him.]
	    ■ *How does the hunter's advice reflect his/her/their point of view?*
	    ■ *How does a naturalist see animals?* [As creatures to observe or study.]
	    ■ *What did your naturalist's advice say?* (The snake lives here, too. Be still and let it pass.]
	    ■ *How does the naturalist's advice reflect his/her/their point of view?*
	  ○ ***Take a Note:*** *An author's purpose is to convey their point of*

view. It's how that author sees a topic.
● *On the SAT, we'll focus on the point of view of the author of a passage or the point of view of people mentioned in the passages. Those people are often scientists.*

Determining Point of View:
● *Now, let's review **Do Now #3** to see how we can go about determining an author's point of view.*
  ○ Here are possible answers, in brackets, for each part of Do Now #3:
    ■ Text 1
      a. *What is a <u>summary</u> of this text?* [If life is defined by open-ended unpredictability, ChatGPT is likely to give us our first glimpse of a new kind of life.]
      b. *What is the <u>main purpose</u> of this text?* [To explain the hope developments in AI have given rise to in the quest to understand and discover new life.]
      c. *What is the author's <u>point of view</u>?* [Life is defined by its unpredictability; embrace AI to create a new kind of life.]
      d. *<u>Highlight</u> the sentence that best summarizes the author's position.* [Life is defined by its open-ended unpredictability, and given the numerous instances of ChatGPT's "lying" and creating "novel inventions" for answers, new life is on the horizon."]
    ■ Text 2
      a. *What is a <u>summary</u> of this text?* [Possible answer: Before we can hope to understand or uncover new life, we must first develop a theory of what life is.]
      b. *What is the <u>main purpose</u> of this text?* [To describe the necessary precursor to understanding consciousness: developing a workable theory of what life is.]
      c. *What is the author's <u>point of view</u>?* [Before we can understand what life is, we have to develop a theory of what it requires.]

    d. _Highlight the sentence that best summarizes the author's position._ [We can expect the many fields of science to come up with a workable theory long before we arrive at any fundamental understanding of just what "life"—in any form, on any planet—is.]

    e. **_New question: What would the author of Text 2 say about Text 1's position on the topic of new life?_** [He agrees that it will be difficult to determine what defines consciousness, but doing so will require a formalized understanding of what life is well before any recognition of new (unfamiliar) life is possible. OR He disagrees that the creation of new life via AI will bring us closer to understanding what consciousness is because a theory of life is needed first.]

How to Answer Cross-Text Connections Questions:
- *So this is the moment we've been building up to: let's talk about how to answer the SAT questions that ask you to compare two texts. These are called "Cross-Text Connections" questions.*
- ***Take a Note:***
Cross-Text Connections
  1. For each text, ask:
     a. What is a summary of this text?
     b. What is the main purpose of this text?
     c. What words/phrases best summarize the author's position regarding the topic?
     d. Based on a–c, what is the point of view of the author?
  2. Determine the relationship between the two points of view. (Do they agree/disagree? Completely/partially?)
  3. Find the answer that matches that relationship.
- *One more piece of guidance: The question is likely to ask you what Text 2 would say about Text 1, and Text 2 tends to be longer. So read Text 2 first.*
  - ***Take a Note:*** *Read Text 2 first.*
- *Now, let's practice Cross-Text Connections questions by trying **Examples #1–3** [starting on page 3 of the Student Handout].*
  - Have students complete Examples #1–3. Answers and explanations are below.

Example #1:

    Answer: A.

    Explanation:

A. Correct. Highlight "restore faith in ALifers' project" and " first understand what it is that makes life living." Kempes's stance towards ALifers is positive, but he has a fundamentally different view of how we should explore the question of what life is. That is, a "Theory of Life" *must* exist before the question can really be answered and certainly before any non-terrestrial life can be categorized as "living."

B. The N=1 problem is supposedly addressed by the ALifer's project precisely because although the materials are man-made, the potential new life is spontaneous and unique because it is not a terrestrial creation in any normal sense. Kempes agrees with this. He would take issue with the fact that consciousness cannot be recognized in new (or old) life if there is no understanding of that which constitutes life.

C. Kempes does not explicitly reject the ALifers' ultimate goal, but he disagrees with their optimism regarding their "build first; explain later" trajectory. He states that we're more likely to get closer to answering the big question of consciousness sooner via the development of a theory of life.

D. Viewing Kempes's and ALifers' approach as roughly parallel, with differences of only time and sample (Earth versus AI) is tempting but actually fundamentally misses the distinction between their respective points of view. If creating and recognizing life are equivalent, Kempes's position can best be summarized as "Explain first; build later."

Example #2:

    Answer: A.

    Explanation:

A. Correct. Text 2 concurs that electric cars have dealt well with CO_2 emission issues but the VOCs in car care products are used in all types of cars so

B. Although the EPA study spans a period beginning in the early 2000s, Text 1 specifies that the study itself is recent.

C. Text 2 indicates that VOCs are found in car-care products and not in the exhaust of electric vehicles.

D. Text 2 makes clear that car-care products are the source of VOC emissions, not the exhaust of gas-powered vehicles.

Example #3:

	Answer: D. **Explanation**: A. Neither passage provides any statistics about what percentage of cactus collectors engage in behaviors that might endanger cactus health. B. Text 2 emphasizes that, rather than having long understood their role in the problem of cactus extinction, most cactus collectors only recently came to understand their culpability. C. Text 2 does not include any critiques of the IUCN researchers' conclusions or methodologies. D. Correct. Text 2 reports that many cactus collectors, despite believing that cacti overcollection is a big issue, had no clue that they were part of the problem and wanted to be a part of the solution.
Independent Practice (4 min)	● Have students complete the practice through #5. (They can do #6 if they have time.) ● Monitor for mastery using the Answer Key. Answers and explanations are also shown in the section below.
Review the Practice (5 min)	Based on what you observed while monitoring students during their practice, review the answers. When reviewing the Independent Practice, encourage students to consider: ● *What's the main purpose of Text 1? Of Text 2?* ● *What's the point of view of Text 1? Of Text 2?* ● *Can you use the process of elimination to shorten your list of answer options?* Answers and explanations are below. **Example #4**: **Answer**: C. **Explanation**: A. The time period makes the likelihood for ritualistic use unlikely, but the location of the markings doesn't conclusively point either way. B. Alemseged warns against making a conclusion based on what he views as insufficient evidence; he does not accuse Pobiner of "bad science." He rejects the contention of absolute certainty. C. Correct. Alemseged is calling for caution in making a definitive statement of intention because though the fossil evidence is compelling, it is incomplete.

D. Alemseged takes issue with the fact that Pobinar does not offer several other possible explanations; he never says that cannibalism was the best conclusion.

Example #5:
Answer: D.
Explanation:
A. Choice A is incorrect because as Text 2 makes clear, Burch is a longstanding proponent of the theory that solar winds are at least partially created by magnetic reconnection.
B. Choices B and C are incorrect because Burch does not take any issue with Raouafi's methodology. Text 2 does not include any discussion or critique of EUV technology, and Text 2 also does not mention anything about the conditions under which Raouafi observed the solar winds.
C. See explanation for Choice B, directly above.
D. Correct. Text 2 mentions that Dr. James L. Burch is "one of the pioneers of the magnetic reconnection hypothesis," meaning that Burch almost certainly agrees with the theory he helped to craft. However, Burch also believes that the high speeds observed in solar winds are created by some phenomenon beyond just the force of magnetic reconnection. Without yet being able explain what this phenomenon might be, Burch concludes that "solar winds result from a confluence of factors, many of which are still not understood." Therefore, Burch would most likely broadly agree with Raouafi's evidence for the magnetic reconnection theory while noting that some aspects of the solar wind phenomenon remain unexplained.

Exit Ticket (5 min)	Have students silently and independently complete the Exit Ticket on the last page of their packet. Remind them to write their name at the top. After five minutes, have students tear off the Exit Ticket page and turn it in to you.